



# **LINKING LEARNING GOAL ORIENTATION TO EMPLOYEE CREATIVE PERFORMANCE: THE ROLE OF PROACTIVE BEHAVIOUR**

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# INTRODUCTION (1/2)

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- Organizational innovation and the creativity of the workforce (Cummings & Oldham, 1997; Shalley, Gilson, & Blum, 2009)
- Individual dispositions and creativity (e.g. Shalley, Gilson, & Blum, 2009)
- Identification of individual factors that facilitate creativity
- What are the mechanisms through which variables impact creativity?

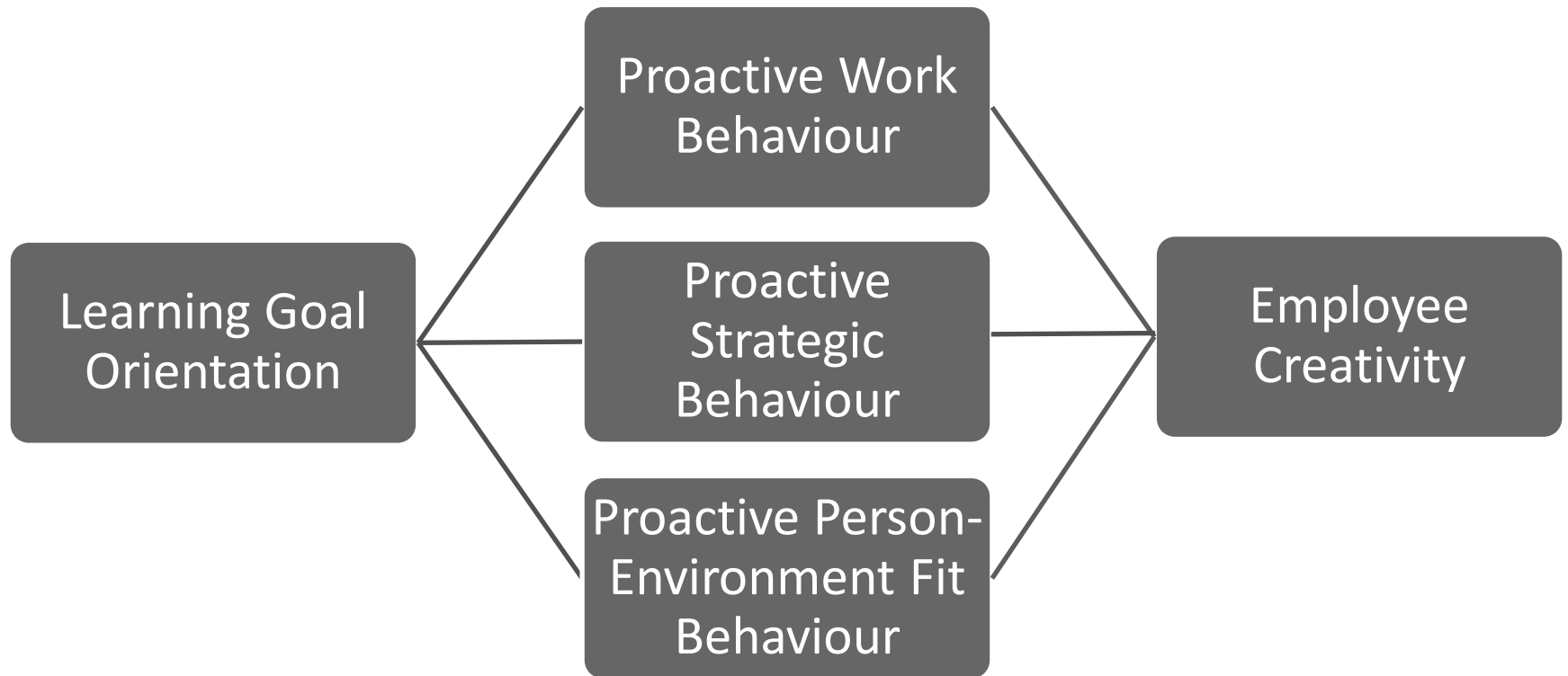
# INTRODUCTION (2/2)

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- De Stobbeleir, Ashford and Buyens (2008): feedback seeking behaviour and creativity
  
- Integrative framework developed by Parker & Collins (2010),
  - Proactive work behaviours
  - Proactive strategic behaviours
  - Proactive person-environment fit behaviours
  
- Learning goal orientation (LGO) and creativity (Dweck, 1999; Gong, Huang, & Farh, 2009)

# HYPOTHESES: AN OVERVIEW

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# HYPOTHESES (1/3)

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- **The role of learning goal orientation in proactive behaviour**
  - Hypothesis 1a. Employee learning goal orientation will be positively related to proactive work behaviours.
  - Hypothesis 1b. Employee learning goal orientation will be positively related to proactive strategic behaviours.
  - Hypothesis 1c. Employee learning goal orientation will be positively related to proactive person-environment fit behaviours.

# LITERATURE REVIEW AND HYPOTHESES (2/3)

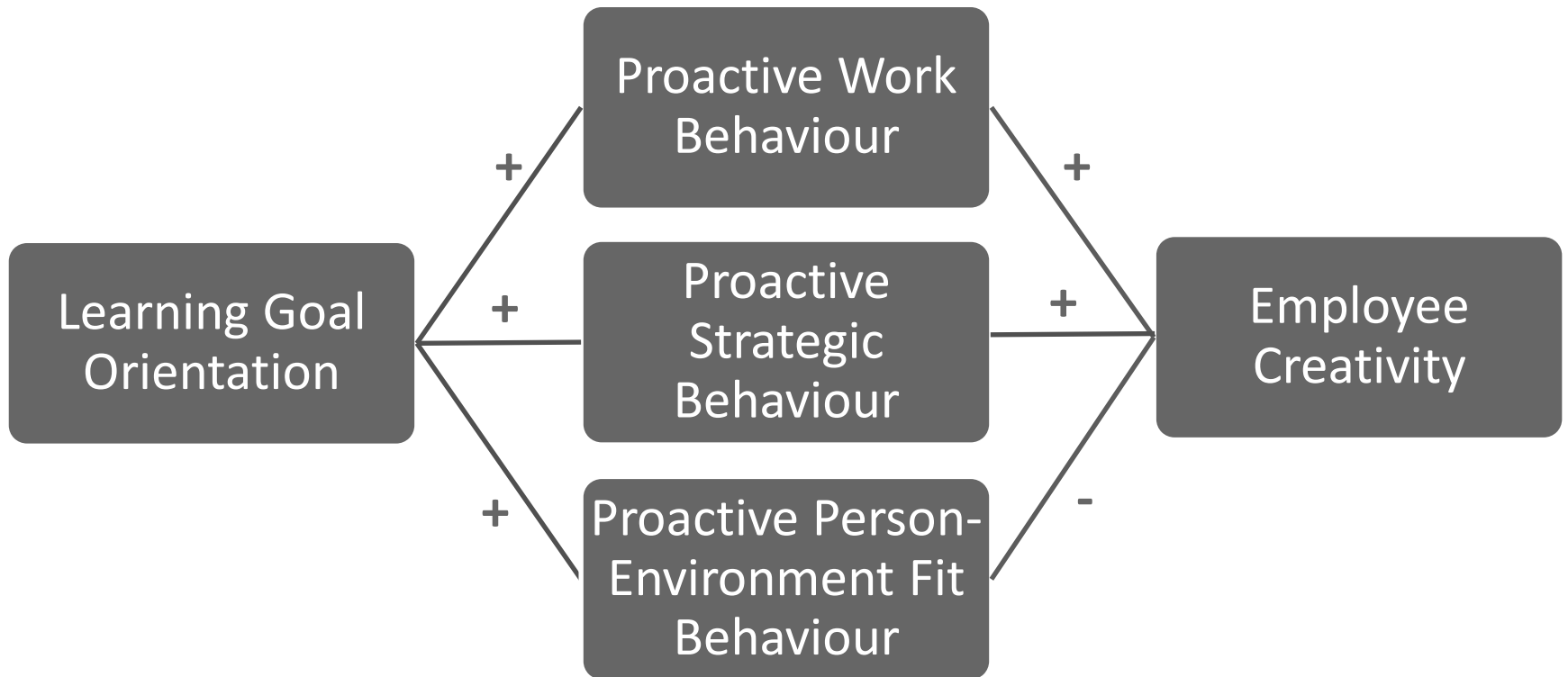
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## ■ The role of proactive behaviour in creative performance

- Hypothesis 2a. Proactive work behaviours will be positively related to supervisors' and peer's ratings of employee creativity.
- Hypothesis 2b. Proactive strategic behaviours will be positively related to supervisors' and peers' ratings of employee creativity.
- Hypothesis 2c. Proactive person-environment fit behaviours will be negatively related to supervisor's and peers' ratings of employee creativity.

## HYPOTHESES (3/3)

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# METHOD

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## ■ Data Collection Procedure and Sample

- 360° Feedback
- 65 Focal MBA-students (Response rate: 98.5 %)
  - 285 peers (81.7 %)
  - 95 superiors (82.6 %)
- A total of 378 dyads was retained

## ■ Measures

- Creativity Scale (Ettlie & O'Keefe, 1982)
  - Supervisor-report measure ( $\alpha = .73$ )
  - Peer-report measure ( $\alpha = .77$ )
- Learning Goal Orientation (Vandewalle, 1997) ( $\alpha = .73$ )
- Proactive Behaviour (Parker & Collins, 2010) ( $\alpha = .78, .81, .82$ )



# RESULTS (2/4)

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## ■ Measurement Model

### □ Confirmatory factor analysis: good fit

#### ■ Supervisors:

- $\chi^2 = 114.807$  ( $p > .05$ )
- NC = 1.053
- RMSEA = .029
- CFI = .98

#### ■ Peers:

- $\chi^2 = 132.589$  ( $p > .05$ )
- NC = 1.216
- RMSEA = .059
- CFI = .91

# RESULTS (3/4)

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## ■ SEM Analyses: Structural Model

### □ Fully mediated model: best fit

#### ■ Supervisors

□  $\chi^2 = 115.604, p > .05,$

□  $NC = 1.023$

□  $RMSEA = .019$

□  $CFI = .99$

#### ■ Peers

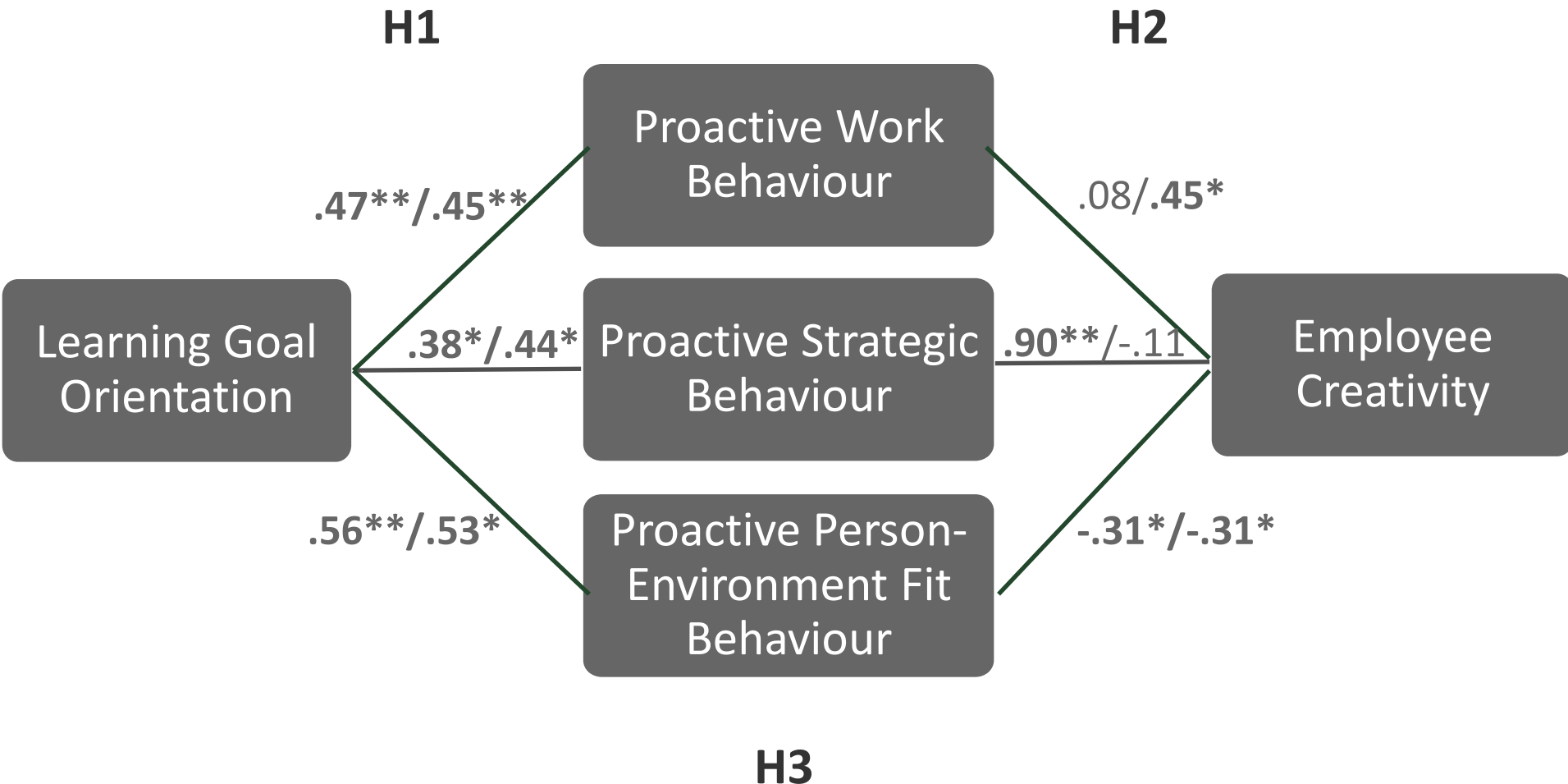
□  $\chi^2 = 133.200, p > .05,$

□  $NC = 1.179$

□  $RMSEA = .053$

□  $CFI = .92$

# Results



# DISCUSSION

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- Theoretical implications
  - Proactive behaviour at work
  - Underlying behavioral mechanisms
  - Integrated framework
  
- Limitations and suggestions for future research directions
  - Mono-method bias
  - Cross-sectional
  - Context variables
  - Rating of creative performance as perceived by supervisors and peers

## Contact



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